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ABSTRACT

Presented is the eighth of 12 instructional kits, on teaching methods, for a performance based teacher education program which was developed by Project CHILD, a research effort to validate identification, intervention, and teacher education programs for language handicapped children. Included in the kit are directions for preassessment tasks for six performance objectives, a listing of the performance objectives, (such as applying F. Hewett's model in a microteaching experience), instructions for six learning experiences (such as participating in a seminar on behavior modification), a checklist for self-evaluation for each of the performance objectives, and guidelines for proficiency assessment of each objective. Also included are definitions of behavior modification terms; a listing of observations on the Alphabetic Phonetic Structural-Linguistic Approach to Literacy (APSL), a chart comparing APSL, programed instruction, and the Individually Prescribed Program; and teaching guidelines for programed instruction and individualized instruction. (DB)

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PROJECT CHILD

Ten Kit 8

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TEN KIT 8

TITLE: General Methodologies

APPROXIMATE TIME TO COMPLETE: 40 Hours

MATERIALS TO PURCHASE: Hewett, Frank M., The Emotionally Disturbed Child in the Classroom. Allyn and Bacon, Inc., 1968 ($9.95)

McCarthy and McCarthy, Learning Disabilities. Allyn and Bacon, Inc., 1968 ($3.95)

INTRODUCTION:

Learning Disability is a relatively new concept on the American educational scene. Many methodological approaches have been developed to remediate this disorder. Efforts have been made in this kit to introduce you to the major methodological approaches. One of these methods may be the approach that you wish to use with these children. You may also want to take the best items of each methodological approach and develop your own eclectic methods for working with LD children.

It is felt that the kit experiences will provide you with the basic orientation that will equip you to organize and operate an LD program. It will take a number of years of teaching this type child to fully develop the many teaching skills demanded in meeting all the needs of LD children.

PREASSESSMENT

Each package in this curriculum is initiated with a measure of the learner's knowledge and skills pertinent to that package. This is referred to as pre-assessment and is designed to determine your proficiency in each of the objectives established for the package. Depending upon the levels of behavior required by the objectives, preassessment may range from a matching quiz through an interview with the instructor, to analysis of a video-taped classroom situation.

You should read the performance objectives stated for this kit and decide whether you feel proficient in any of the behaviors required. It is your option to request preassessment on each of the objectives in which you feel you are already proficient. For each objective there is a preassessment exercise, allowing the instructor to determine precisely which learning experiences you should complete. For example, if six objectives are prescribed for the kit and you request the preassessment exercises on four of the objectives, you will be required to complete the learning experiences for the two objectives in which you did not request preassessment. For the four objectives on which you requested preassessment, you will be required to complete only those learning experiences for the objectives on which you did not meet the proficiency required.

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General Methodologies

PREASSESSMENT

Performance Objective 1

Name _____ Date _____

Proficiency requires that the student perform with 100 percent accuracy over the following test of the knowledge of major methodologies used with LD children.

Define the following terms:

1. Perceptual Motor Approach

2. Developmental Approach in Visual Perception

3. Neuro-Physiological Approach

4. Linguistic Approach

5. Diagnostic Remedial Approach in Basic School Subjects

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General Methodologies

PREASSESSMENT

Performance Objective 1

Proficiency requires that the student perform with 100 percent accuracy over the following test of the knowledge of major methodologies used with LD children.

Define the following terms:

1. Perceptual Motor Approach

   The use of motor and perceptual training to improve the child's readiness for performance in academic like activities and materials.

2. Developmental Approach in Visual Perception

   The focusing of assessment and remediation techniques on the area of visual perception.

3. Neuro-Physiological Approach

   The treatment of the child by initiating the habilitation program at the level of neurological organization as indicated by examination.

4. Linguistic Approach

   The use of language improvement to increase intellectual functioning and academic achievement.

5. Diagnostic Remedial Approach in Basic School Subjects

   The use of the academic materials themselves to provide the therapy in basic skill areas and depends upon the proper technique being employed with the individual.

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General Methodologies

PREASSESSMENT

Performance Objective 2

Name _____ Date _____

Yes	No		
___	___	1.	Did the teacher set up Hewett's model classroom?
___	___	2.	Did the teacher use a token economy as a reinforcement technique?
___	___	3.	Did the teacher micro-teach during the peer role playing activity?
___	___	4.	Did the teacher identify the behaviors desired and reinforce them consistently?
___	___	5.	Were the pupils able to buy something with their tokens?
___	___	6.	Were extrinsic rewards the only type of reinforcement used during the micro-teaching session?
___	___	7.	Was the teacher successful in managing the learning setting?
___	___	8.	Was the teacher able to modify the learning behaviors of the pupils?
___	___	9.	Was the structured classroom organized in a way that improved learning opportunities?
___	___	10.	Was the teacher able to meet the needs of the pupils?

The student desiring preassessment on this objective should set up a peer role playing activity demonstrating the function of Hewett's "Engineered Classroom." The student should micro teach the demonstration and take the TV tape to his teacher supervisor for evaluation. The teacher supervisor will evaluate the TV tape against a standard checklist. If the student fails to attain the 90 percent level of proficiency required for this objective he should be cycled through the learning experiences for this objective.

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PREASSESSMENT

Performance Objective 3

Name _____ Date _____

Yes	No		
___	___	1.	Was the teacher able to identify pupil maladaptive behavior?
___	___	2.	Was the teacher able to identify the environmental and social variables that contributed to the maladaptive behavior?
___	___	3.	Was the teacher able to identify new and successful ways of behaving and reinforce them?
___	___	4.	Did the teacher use extrinsic reinforcement?
___	___	5.	Did the teacher display a mastery of classroom management techniques?
___	___	6.	Were stimulus-response situations facilitated by the teacher?
___	___	7.	Did the teacher make maximum use of technology in creating the stimulus-response learning setting?
___	___	8.	Was the teacher familiar with the vocabulary utilized in behavior modification?
___	___	9.	Did the teacher arrange the classroom in such a way as to facilitate learning?
___	___	10.	Were the pupils able to identify the significant learning activities by correct use of behavior modification principles?

Students desiring preassessment on this objective should set up a peer role playing activity demonstrating conditioning, stimulus-response, reinforcement and management techniques using a behavior modification approach to teaching LD pupils in the classroom. The student will be evaluated by the teacher supervisor using a standard checklist. If the student fails to attain the 100 percent level of proficiency required for this objective he should be cycled through the learning experiences for this objective.

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General Methodologies

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PREASSESSMENT

Performance Objective 4

Name _____ Date _____

Proficiency requires that the student perform with 90 percent accuracy on the following test over the Alphabetic Phonetic Structural Linguistic method (APSL).

A. Ten Item True-Flase Test
(Place circle around correct response)

T F 1. In the APSL method there is a strong emphasis upon materials.

T F 2. APSL places emphasis on sequence of materials.

T F 3. The APSL method has an established procedure for all pupils to proceed through the materials.

T F 4. The APSL method is effective for pupils fifteen years of age and older.

T F 5. The APSL method depends upon the use of individual pupil tutoring.

T F 6. The APSL program involves visual and auditory training.

T F 7. The APSL method is concerned with temporal patterns and total patterns.

T F 8. A major problem is training of tutors.

T F 9. The pupil is ideally with the tutor twenty minutes.

T F 10. There is an auditory evaluation each day.

B. Ten Item Matching Test

(Place number in the blank before the correct matching statement)

1. Low cost
2. Tutoring
3. Mixed dominance
4. Instructors
5. Supervisor
6. Psychotherapy
7. Auditory Evaluation
8. Paraprofessional
9. Upside Down Vision
10. Linear Model

_____ The APSL method insists that all pupils start at the beginning and go through all experiences.

_____ The materials used in the APSL method are economical.

_____ No one has found a way to correct this type problem with APSL materials.

_____ We may use parents and volunteers in the instructional program as this type educator.

_____ Instruction on a one-to-one basis.

_____ Problems of this type are not important in providing treatment through the APSL method.

_____ A child must have this type hearing treatment each day in the APSL method.

_____ This professional must supervise the volunteers on a daily basis in the classroom APSL program.

_____ The key to success in APSL is the close direction given by the volunteers to each pupil.

_____ This is a waste of the child's time using the APSL method and will not help him overcome his disabilities even though provided.

C. Ten Short Answer Test Items
(Write the correct response for each question)

1. The pupil will enter materials at the beginning _____.

2. The APSL classroom is organized in terms of the total _____.

3. The pupil will be provided with _____ minutes of auditory discrimination activity ideally each day.

4. The pupil will be provided one-to-one instruction in_____ materials daily.

5. Readers Digest can be used twenty minutes daily as _____ materials.

6. The daily schedule of each pupil in the APSL method will be held _____.

7. A _____ daily review is provided in materials previously covered.

8. The pupil must proceed through the APSL material and master it to the teacher's _____.

9. The APSL material covers _____ oral reading and auditory discrimination experiences.

10. The APSL method is a _____ method.

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General Methodologies

PREASSESSMENT

Performance Objective 4

Proficiency requires that the student perform with 90 percent accuracy on the following test over the Alphabetic Phonetic Structural Linguistic method (APSL).

A. Ten Item True-Flase Test
(Place circle around correct response)

(T) F 1. In the APSL method there is a strong emphasis upon materials.

(T) F 2. APSL places emphasis on sequence of materials.

(T) F 3. The APSL method has an established procedure for all pupils to proceed through the materials.

T (F) 4. The APSL method is effective for pupils fifteen years of age and older.

(T) F 5. The APSL method depends upon the use of individual pupil tutoring.

(T) F 6. The APSL program involves visual and auditory training.

(T) F 7. The APSL method is concerned with temporal patterns and total patterns.

(T) F 8. A major problem is training of tutors.

T (F) 9. The pupil is ideally with the tutor twenty minutes.

(T) F 10. There is an auditory evaluation each day.

B. Ten Item Matching Test

(Place number in the blank before the correct matching statement)

1. Low cost
2. Tutoring
3. Mixed dominance
4. Instructors
5. Supervisor
6. Psychotherapy
7. Auditory Evaluation
8. Paraprofessional
9. Upside Down Vision
10. Linear Model

10 The APSL method insists that all pupils start at the beginning and go through all experiences.

1 The materials used in the APSL method are economical.

9 No one has found a way to correct this type problem with APSL materials.

8 We may use parents and volunteers in the instructional program as this type educator.

2 Instruction on a one-to-one basis.

3 Problems of this type are not important in providing treatment through the APSL method.

7 A child must have this type hearing treatment each day in the APSL method.

5 This professional must supervise the volunteers on a daily basis in the classroom APSL program.

4 The key to success in APSL is the close direction given by the volunteers to each pupil.

6 This is a waste of the child's time using the APSL method and will not help him overcome his disabilities even though provided.

C. Ten Short Answer Test Items
(Write the correct response for each question)

1. The pupil will enter materials at the beginning point.
2. The APSL classroom is organized in terms of the total curriculum.
3. The pupil will be provided with fifty minutes of auditory discrimination activity ideally each day.
4. The pupil will be provided one-to-one instruction in APSL Reading materials daily.
5. Readers Digest can be used twenty minutes daily as contextual reading materials.
6. The daily schedule of each pupil in the APSL method will be held constant.
7. A brief daily review is provided in materials previously covered.

8. The pupil must proceed through the APSL material and master it to the teacher's satisfaction.

9. The APSL material covers visual oral reading and auditory discrimination experiences.

10. The APSL method is a language development method.

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General Methodologies

PREASSESSMENT

Performance Objective 5

Name_____ Date_____

Proficiency requires that the student perform with 90 percent accuracy on the following test over the Programmed Instruction Method (PI).

A. Ten Item True-False Test
(Place circle around correct response)

T F 1. The teacher will use initial screening information to determine the functional level of the pupil.

T F 2. The pupil will be placed in basic subjects at a point one and one half to two years below level of actual functioning.

T F 3. The classroom is organized in small groups to provide for pupil feeling of peer group.

T F 4. The classroom is organized in small groups for small group instruction.

T F 5. The pupil works independently on materials appropriate for his needs.

T F 6. The daily schedule for pupils will vary within groups.

T F 7. The pupil will be programmed into materials such as the SRA and RFU Kits.

T F 8. The PI method makes maximum use of technology in presentation of instructional materials.

T F 9. The PI method makes maximum use of the Dolch Basic Words and other researched word lists in spelling and language curriculum experiences.

T F 10. The curriculum is changed as the pupil changes in the PI method.

B. Ten Item Matching Test
(Place number in the blank before the correct matching statement)

1. Spelling list
2. Multi-Sensory approach
3. Individualization
4. Reinforcement
5. Cookies and Kool-Aid
6. Prescription
7. Sociograms
8. Room dividers
9. Timers
10. Dictionaries

_____ Pupils should have own individual copy at their desk for word study activities.

_____ These are essential if we do reality training and gain temporal awareness.

_____ Help pupils maintain the learning curve and serve as energy pick-up.

_____ Reduce environmental stimulus for the individual pupil.

_____ Serves as a basis for development of the pupil s language program.

_____ Helps the teacher understand the social dynamics of his pupils.

_____ Planning to meet the needs of the pupil by designing a curriculum prescription for solution of individual learning problems.

_____ A medical term to indicate an attempt at individual pupil planning for instruction.

_____ Serves as a reward for exhibiting desired behavior change.

_____ The stimulation of the sensory modalities in an identical and simultaneous form in teaching of a lesson.

C. Ten Short Answer Test Items
(Write the correct response for each question)

1. The PI method attempts to give each child a sense of peer identity by moving him through the habilitation program in small _____.

2. The PI method depends upon constant recording of daily work results and upon the use of standardized achievement and diagnostic _____ on a quarterly basis.

3. The PI method relies heavily upon the publication of the individual child's performance as a method to serve as _____ and to enhance the change of self-image.

4. LD children in the PI program are considered to have from average to superior _____.

5. The results of preliminary testing are used to determine the _____ points for beginning of instruction in basic skill areas.

6. The PI method depends upon complete _____ of instruction.

7. The PI method uses a _____ sensory approach to stimulate the learning activities for each pupil.

8. It is important to determine the kind of _____ that will be used to foster behavior modification efforts.

9. The _____ is an instrument that may be used in the special classroom to interpret group social dynamics.

10. It is much easier to change the behavior of the pupil and start him toward habilitation if his _____ and _____ are interested and cooperating in the total therapeutic program.

TEN KIT 8

General Methodologies

PREASSESSMENT

Performance Objective 5

Proficiency requires that the student perform with 90 percent accuracy on the following test over the Programmed Instruction Method (PI).

A. Ten Item True-False Test
(Place circle around correct response)

(T) F 1. The teacher will use initial screening information to determine the functional level of the pupil.

(T) F 2. The pupil will be placed in basic subjects at a point one and one half to two years below level of actual functioning.

(T) F 3. The classroom is organized in small groups to provide for pupil feeling of peer group.

T (F) 4. The classroom is organized in small groups for small group instruction.

(T) F 5. The pupil works independently on materials appropriate for his needs.

(T) F 6. The daily schedule for pupils will vary within groups.

(T) F 7. The pupil will be programmed into materials such as the SRA and RFU Kits.

(T) F 8. The PI method makes maximum use of technology in presentation of instructional materials.

(T) F 9. The PI method makes maximum use of the Dolch Basic Words and other researched word lists in spelling and language curriculum experiences.

(T) F 10. The curriculum is changed as the pupil changes in the PI method.

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B. Ten Item Matching Test
(Place number in the blank before the correct matching statement)

1. Spelling list
2. Multi-Sensory approach
3. Individualization
4. Reinforcement
5. Cookies and Kool-Aid
6. Prescription
7. Sociograms
8. Room dividers
9. Timers
10. Dictionaries

__10__ Pupils should have own individual copy at their desk for word study activities.

__9__ These are essential if we do reality training and gain temporal awareness.

__5__ Help pupils maintain the learning curve and serve as energy pick-up.

__8__ Reduce environmental stimulus for the individual pupil.

__1__ Serves as a basis for development of the pupil's language program.

__7__ Helps the teacher understand the social dynamics of his pupils.

__3__ Planning to meet the needs of the pupil by designing a curriculum prescription for solution of individual learning problems.

__6__ A medical term to indicate an attempt at individual pupil planning for instruction.

__4__ Serves as a reward for exhibiting desired behavior change.

__2__ The stimulation of the sensory modalities in an identical an simultaneous form in teaching of a lesson.

C. Ten Short Answer Test Items
(Write the correct response for each question)

1. The PI method attempts to give each child a sense of peer identity by moving him through the habilitation program in small groups.

2. The PI method depends upon constant recording of daily work results and upon the use of standardized achievement and diagnostic tests on a quarterly basis.

3. The PI method relies heavily upon the publication of the individual child's performance as a method to serve as reinforcement and to enhance the change of self-image.

4. LD children in the PI program are considered to have from average to superior intelligence.

5. The results of preliminary testing are used to determine the entering points for beginning of instruction in basic skill areas.

6. The PI method depends upon complete individualization of instruction.

7. The PI method uses a multi sensory approach to stimulate the learning activities for each pupil.

8. It is important to determine the kind of rewards that will be used to foster behavior modification efforts.

9. The sociogram is an instrument that may be used in the special classroom to interpret group social dynamics.

10. It is much easier to change the behavior of the pupil and start him toward habilitation if his mother and father are interested and cooperating in the total therapeutic program.

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General Methodologies

PREASSESSMENT

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Performance Objective 6

Name _____ Date _____

Proficiency requires that the student perform with 90 percent accuracy on the following test over the Individually Prescribed Program (IPP).

A. Ten Item True-False Test
(Place circle around correct response)

T F 1. The IPP method is non-linear.

T F 2. The IPP method is eclectic in its approach to selection of habilitation materials.

T F 3. The IPP teacher must be able to identify areas of deficit and plan for their correction.

T F 4. The IPP teacher works with the pupil on grade level materials where there is no identifiable deficit present.

T F 5. The IPP teacher works very closely with support personnel in planning the LD program for each child.

T F 6. An individual curriculum plan is developed for each individual LD pupil.

T F 7. Teachers in the IPP method must understand instructional materials.

T F 8. The LD teacher using the IPP method must understand how to modify the curriculum and materials to meet the individual learner's need.

T F 9. The IPP method makes no allowance for the child to function in the main stream of education.

T F 10. The IPP method requires a large amount and variety of instructional materials to be available in each LD classroom.

B. Ten Item Matching Test
(Place number in the blank before the correct matching statement)

1. Committee
2. Evaluation
3. Prescription
4. Educational Objectives
5. Level of functioning
6. Pupil schedules
7. Recycling
8. Deficits
9. Physical Examination
10. Perceptual Distortion

_____ An examination to evaluate physical status of the LD pupil.

_____ The assignment-review-dismissal function carried on by a staffing conference.

_____ The use of tests and other appraisal devices to determine status.

_____ An individually planned curriculum designated by a medical term.

_____ The goals of instruction written in such a way as to be attainable and measurable.

_____ When a child repeats a learning experience using the same materials.

_____ When you place the child into materials at the appropriate level.

_____ The scheduling of experiences for individual pupils in a classroom.

_____ The identifiable learning or sensory problems that cause children to experience failure.

_____ A perceptually handicapped pupil.

C. Ten Short Answer Test Items
(Write the correct response for each question)

1. The child is programmed into the habilitation program for remediation of identified _____.

2. A wealth of instructional _____ is required to provide each child with appropriate learning experiences.

3. The child is allowed to function in grade level _____ in areas where he is experiencing no learning difficulties.

4. The IPP teacher must work closely with the supervisor in planning the pupils instructional _____.

5. The IPP teacher must be able to remedy identified _____.

6. In the IPP program the pupil will be placed at the actual level of _____.

7. The educational diagnostician will assist in the _____ of the LD pupil.

8. The IPP teacher will need to constantly _____ each child's progress.

9. The LD pupil will not use supplementary materials in his _____ program.

10. The LD pupil will not be confined to a specific _____ program.

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General Methodologies

PREASSESSMENT

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Performance Objective 6

Proficiency requires that the student perform with 90 percent accuracy on the following test over the Individually Prescribed Program method. (IPP)

A. Ten Item True-False Test
(Place circle around correct response)

(T) F 1. The IPP method is non-linear.

(T) F 2. The IPP method is eclectic in its approach to selection of habilitation materials.

(T) F 3. The IPP teacher must be able to identify areas of deficit and plan for their correction.

(T) F 4. The IPP teacher works with the pupil on grade level materials where there is no identifiable deficit present.

(T) F 5. The IPP teacher works very closely with support personnel in planning the LD program for each child.

(T) F 6. An individual curriculum plan is developed for each individual LD pupil.

(T) F 7. Teachers in the IPP method must understand instructional materials.

(T) F 8. The LD teacher using the IPP method must understand how to modify the curriculum and materials to meet the individual learner's need.

T (F) 9. The IPP method makes no allowance for the child to function in the mainstream of education.

(T) F 10. The IPP method requires a large amount and variety of instructional materials to be available in each LD classroom.

B. Ten Item Matching Test
(Place number in the blank before the correct matching statement)

1. Committee
2. Evaluation
3. Prescription
4. Educational Objectives
5. Level of functioning
6. Pupil schedules
7. Recycling
8. Deficits
9. Physical Examination
10. Perceptual Distortion

9 An examination to evaluate physical status of the LD pupil.

1 The assignment-review-dismissal function carried on by a staffing conference.

2 The use of tests and other appraisal devices to determine status.

3 An individually planned curriculum designated by a medical term.

4 The goals of instruction written in such a way as to be attainable and measurable.

7 When a child repeats a learning experience using the same materials.

5 When you place the child into materials at the appropriate level.

6 The scheduling of experiences for individual pupils in a classroom.

8 The identifiable learning or sensory problems that cause children to experience failure.

10 A perceptually handicapped pupil.

C. Ten Short Answer Test Items
(Write the correct response for each question)

1. The child is programmed into the habilitation program for remediation of identified deficits.
2. A wealth of instructional materials is required to provide each child with appropriate learning experiences.
3. The child is allowed to function in grade level materials in areas where he is experiencing no learning difficulties.
4. The IPP teacher must work closely with the supervisor in planning the pupil's instructional program.
5. The IPP teacher must be able to remedy identified deficits.
6. In the IPP program the pupil will be placed at the actual level of functioning.
7. The educational diagnostician will assist in the evaluation of the LD pupil.
8. The IPP teacher will need to constantly evaluate each child's progress.
9. The LD pupil will not use supplementary materials in his regular school program.
10. The LD pupil will not be confined to a specific remediation program.

TEN KIT 8

General Methodologies

Performance Objectives

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After completing Ten Kit 8 the student will:

1. Demonstrate a knowledge of the major methodologies that are being used successfully with LD children by writing a definition of each approach with a 100 percent level of proficiency.

2. Apply Hewett's Model as a classroom management technique for children with LD in a micro-teaching experience with 90 percent proficiency as evaluated on a standard checklist.

3. Synthesize behavior modification procedures by combining the elements of conditioning, stimulus-response, reinforcement and management techniques into a classroom procedure for LD children as evidenced by 100 percent proficiency in a role playing activity evaluated on a checklist.

4. Demonstrate knowledge of the APSL method by performing on a 30 item objective test with 90 percent proficiency.

5. Demonstrate knowledge of the PI method by performing on a 30 item objective test with 90 percent proficiency.

6. Demonstrate knowledge of the IPP method by performing on a 30 item objective test with 90 percent proficiency.

TEN KIT 8

General Methodologies

LEARNING EXPERIENCE 1

1. Read Chapters 4 and 5 of the text Learning Disabilities by McCarthy and McCarthy.

2. In Chapter 4, study the five educational approaches described and, in Chapter 5, the illustrative classroom programs.

3. Review self evaluation for this objective.

4. Schedule proficiency assessment over methodologies.

(Performance Objective 1)

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TEN KIT 8

General Methodologies

LEARNING EXPERIENCE 2

1. Read and study Sections 1 and 2, pages 1-236, of Hewett's The Emotionally Disturbed Child in the Classroom.

2. Schedule a conference with the teacher supervisor to discuss the implications of Hewett's approach to behavior modification in the classroom. Topics for the conference should include the following:

   a. Hewett's indication that most emotional disturbance in children is due to learning difficulties.
   b. The developmental sequence of educational goals
   c. The learning triangle
   d. Educational assessment
   e. Attention level
   f. Response level
   g. Order level
   h. Exploratory and social levels
   i. Mastery and achievement levels
   j. Total classroom design

3. Schedule a time to view Hewett's films on the "Engineered Classroom" and "The Santa Monica Classroom."

4. Read and study pages 237-349 of Frank M. Hewett's The Emotionally Disturbed Child in the Classroom.

5. Schedule a conference with the teacher supervisor to discuss the implications of the structured classroom and the token economy utilized in behavior management. Topics for the conference should include the following:

   a. Total classroom design for LD pupils
   b. A classroom design for LD pupils
   c. Behavior modification
   d. Token economy
   e. Curriculum
   f. Evaluation
   g. Task attention criteria

6. Set up an engineered classroom for LD children following Hewett's design and practice his techniques using peers. Practice with the peer group until ready for evaluation.

Ten Kit 8, General Methodologies, Learning Experience 2, Performance Objective 2

7. Schedule a micro-teaching session using peers to demonstrate Hewett's approach to behavior management in the engineered classroom. Schedule through teacher supervisor's office. The teacher supervisor will evaluate the micro-teaching session using a standard checklist.

8. Review self evaluation for this objective.

9. Schedule a conference with the teacher supervisor to evaluate taped performance during micro-teaching session.

(Performance Objective 2)

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TEN KIT 8

General Methodologies

LEARNING EXPERIENCE 3

1. Obtain prepared list of terms and definitions for behavior modification techniques from the teacher supervisor.

2. Study these materials.

3. Schedule a seminar on behavior modification procedures as a classroom management technique directed by the teacher supervisor.

4. Set up a peer group practice session for a role playing demonstration of behavior modification techniques. Practice with the peer group until ready for evaluation.

5. Schedule a demonstration class using peers to show behavior modification principles during the role playing session under the observation of the teacher supervisor and evaluated by a checklist as a criterion measure. Schedule time and space through teacher supervisor's office.

6. Review self evaluation for this objective.

7. Schedule a conference with the teacher supervisor to evaluate performance using the criterion checklist prepared during the role playing activities in 4 above.

   (Performance Objective 3)

TEN KIT 8

General Methodologies

LEARNING EXPERIENCE 3

Performance Objective 3

The student should schedule a seminar on behavior modification with his teacher supervisor. The teacher supervisor should set up one or more one hour seminars as needed to discuss behavior modification.

The student should then obtain a list of behavior modification terms and definitions from the teacher supervisor's office. The student should read and study the terms and definitions.

The student should set up a peer role playing activity to demonstrate behavior modification techniques in the classroom. The student should practice with the peer group activity until he is ready for evaluation. The student should schedule a time for the space used in the demonstration through the teacher supervisor's office. The student should also contact the teacher supervisor's office for assistance if he is unable to schedule peers for this activity. The student should schedule a demonstration period for the teacher supervisor to evaluate the peer role playing activity. The teacher supervisor will use a standard checklist to evaluate the activity.

TEN KIT 8

General Methodologies

LEARNING EXPERIENCE 4

1. Obtain from your teacher supervisor the APSL manuals and student books.
2. Study these materials.
3. Schedule a conference with your teacher supervisor to discuss the theoretical aspects of the APSL method, the classroom management of the APSL method, the use of volunteers for LD pupils in the APSL method and the recording of pupil progress information in the APSL method.
4. After the conference review the self evaluation for this objective.
5. Take a paper and pencil 30 item objective test over the basic concepts and procedures of the APSL method. Schedule through teacher supervisor's office.
6. Schedule a conference with the teacher supervisor to evaluate test results on APSL method.

(Performance Objective 4)

TEN KIT 8

General Methodologies

LEARNING EXPERIENCE 5

1. Obtain from your teacher supervisor all materials pertinent to the PI method.

2. Study these materials.

3. Schedule a conference with your teacher supervisor to discuss theory of the PI method, instructional materials and classroom management techniques.

4. After the conference review the self evaluation for this objective.

5. Schedule paper and pencil 30 item objective test over the basic concepts and procedures of the PI methods. Schedule through teacher supervisor's office.

6. Schedule conference with the teacher supervisor to evaluate the test results on the PI method.

(Performance Objective 5)

TEN KIT 8

General Methodologies

LEARNING EXPERIENCE 6

1. Obtain from your teacher supervisor all materials pertinent to the IPP method.
2. Study these materials.
3. Schedule a conference with your teacher supervisor to discuss identification of deficits, use of instructional materials in remediation and recording of pupil progress.
4. After the conference, review self evaluation for this objective.
5. Schedule paper and pencil 30 item objective test over basic concepts and procedures of IPP method. Schedule through teacher supervisor's office.
6. Schedule conference with teacher supervisor to evaluate test results on the IPP method.

(Performance Objective 6)

SELF EVALUATION

The learning experiences in this kit are accompanied by a self evaluation checklist. These are provided so that you may study a given performance objective, complete the learning experience(s) designed for that objective and determine for yourself whether you have completed the assignment satisfactorily. The primary purpose of self evaluation is to allow you to review your own progress before requesting the proficiency assessment exercises for the kit. After you have completed the learning experiences assigned to you for this kit, you should request the self evaluation checklist. Review the checklist carefully; if there are any indications that you have not completed a learning experience satisfactorily, either go back to the learning experience for a review or schedule a conference with your teacher supervisor. If your response to the checklist indicates satisfactory completion of all the learning experiences, schedule proficiency assessment.

TEN KIT 8

General Methodologies

SELF-EVALUATION

For each question below place a check mark in either the yes or no column, depending upon how you would rate your understanding or skill referred to in the questions. Each yes response indicates your readiness to proceed to the next step; each no response indicates your need to review the learning experience(s) for the performance objective to which the item is keyed.

Performance Objective 1

Yes	No	
___	___	1. Did I read the text Learning Disabilities by McCarthy and McCarthy?
___	___	2. Can I describe the five methodological approaches described in Chapter 4 pages 27-73, in Chapter 5, the illustrative classroom programs pages 74-105?

TEN KIT 8

General Methodologies

SELF-EVALUATION

For each question below place a check mark in either the yes or no column, depending upon how you would rate your understanding or skill referred to in the questions. Each yes response indicates your readiness to proceed to the next step; each no response indicates your need to review the learning experience(s) for the performance objective to which the item is keyed.

Performance Objective 2

Yes	No		
___	___	1.	Did I read and study pages 1-236 of Hewett, Frank M., The Emotionally Disturbed Child in the Classroom?
___	___	2.	Did I schedule a conference with my teacher supervisor to discuss the implications of Hewett's approach to behavior modification in the classroom?
___	___	3.	Do I understand the implications of Hewett's approach to behavior modification in the classroom?
___	___	4.	Did I view Hewitt's fims on the "Engineered Classroom" and "The Santa Monica Classroom"?
___	___	5.	Did I read and study pages 237-349 of Hewett, Frank M., The Emotionally Disturbed Child in the Classroom?
___	___	6.	Did I schedule a conference with the teacher supervisor to discuss the implications of the structured classroom and token economy used by Hewett in behavior management.
___	___	7.	Did I understand the implications of Hewett's design and practice his techniques using peers in a role playing activity?
___	___	8.	Did I schedule and tape a micro-teaching session through the teacher supervisor's office using peers to demonstrate Hewett's approach to behavior management in the engineered classroom?

**

TEN KIT 8

General Methodologies

SELF-EVALUATION

For each question below place a check mark in either the yes or no column, depending upon how you would rate your understanding or skill referred to in the questions. Each yes response indicates your readiness to proceed to the next step; each no response indicates your need to review the learning experience(s) for the performance objective to which the item is keyed.

Performance Objective 3

Yes	No		
___	___	1.	Did I schedule and attend a seminar on behavior modification procedures as a classroom management technique through the teacher supervisor's office?
___	___	2.	Do I understand the behavior modification procedures as a classroom management technique?
___	___	3.	Did I obtain and study a list of terms and definitions for behavior modification techniques from the teacher supervisor's office?
___	___	4.	Do I know the definitions for behavior modification techniques?
___	___	5.	Did I schedule a peer role playing activity to practice the demonstration of the synthesis of conditioning, stimulus response, reinforcement, and management techniques?
___	___	6.	Did I schedule and conduct a teaching demonstration session using peers in a role playing activity showing principles of behavior modification?

TEN KIT 8

General Methodologies

SELF-EVALUATION

For each question below place a check mark in either the yes or no column, depending upon how you would rate your understanding or skill referred to in the questions. Each yes response indicates your readiness to proceed to the next step; each no response indicates your need to review the learning experience(s) for the performance objective to which the item is keyed.

Performance Objective 4

Yes	No		
___	___	1.	Did I obtain and study the APSL manuals and student books from the teacher supervisor's office?
___	___	2.	Did I schedule a conference with my teacher supervisor to discuss the implications of the APSL method?
___	___	3.	Do I understand the implications of the APSL method?

TEN KIT 8

General Methodologies

SELF-EVALUATION

For each question below place a check mark in either the yes or no column, depending upon how you would rate your understanding or skill referred to in the questions. Each yes response indicates your readiness to proceed to the next step; each no response indicates your need to review the learning experience(s) for the performance objective to which the item is keyed.

Performance Objective 5

Yes	No		
___	___	1.	Did I schedule and attend a seminar on the PI method through the teacher supervisor's office?
___	___	2.	Do I understand the PI method?
___	___	3.	Did I obtain and study a list of instructional materials for the PI method from the teacher supervisor's office?
___	___	4.	Did I obtain and study the list of classroom management procedures for the PI method from the teacher supervisor's office?

TEN KIT 8

General Methodologies

SELF-EVALUATION

For each question below place a check mark in either the yes or no column, depending upon how you would rate your understanding or skill referred to in the questions. Each yes response indicates your readiness to proceed to the next step; each no response indicates your need to review the learning experience(s) for the performance objective to which the item is keyed.

Performance Objective 6

Yes	No		
___	___	1.	Did I schedule and attend a seminar on the IPP method through the teacher supervisor's office?
___	___	2.	Do I understand the IPP method?

PROFICIENCY ASSESSMENT

When you have completed each of the learning experiences assigned to you for this kit and through the self evaluation procedures have determined that you achieved the intended results, you should request your instructor to assess your proficiency in the performance objectives stated at the beginning of this kit.

Although proficiency assessment may take any one of many forms, it always has the single purpose of measuring your attainment of the performance objectives for which the kit is planned. Thus, it is structured to assess all of and only those behaviors stated in the objectives.

TEN KIT 8

General Methodologies

PROFICIENCY ASSESSMENT

Performance Objective 1

Name_____ Date_____

Proficiency requires that the student perform with 100 percent accuracy over the following test of the knowledge of major methodologies used with LD children.

Define the following terms:

1. Perceptual Motor Approach

2. Developmental Approach in Visual Perception

3. Neuro-Physiological Approach

4. Linguistic Approach

5. Diagnostic Remedial Approach in Basic School Subjects

TEN KIT 8

General Methodologies

PROFICIENCY ASSESSMENT

Performance Objective 1

Proficiency requires that the student perform with 100 percent accuracy over the following test of the knowledge of major methodologies used with LD children.

Define the following terms:

1. Perceptual Motor Approach

   The use of motor and perceptual training to improve the child's readiness for performance in academic like activities and materials.

2. Developmental Approach in Visual Perception

   The focusing of assessment and remediation techniques on the area of visual perception.

3. Neuro-Physiological Approach

   The treatment of the child by initiating the habilitation program at the level of neurological organization as indicated by examination.

4. Linguistic Approach

   The use of language improvement to increase intellectual functioning and academic achievement.

5. Diagnostic Remedial Approach in Basic School Subjects

   The use of the academic materials themselves to provide the therapy in basic skill areas and depends upon the proper technique being employed with the individual.

TEN KIT 8

General Methodologies

PROFICIENCY ASSESSMENT

Performance Objective 2

Name _____ Date _____

Yes	No		
___	___	1.	Did the teacher set up Hewett's model classroom?
___	___	2.	Did the teacher use a token economy as a reinforcement technique?
___	___	3.	Did the teacher micro-teach during the peer role playing activity?
___	___	4.	Did the teacher identify the behaviors desired and reinforce them consistently?
___	___	5.	Were the pupils able to buy something with their tokens?
___	___	6.	Were extrinsic rewards the only type of reinforcement used during the micro-teaching session?
___	___	7.	Was the teacher successful in managing the learning setting?
___	___	8.	Was the teacher able to modify the learning behaviors of the pupils?
___	___	9.	Was the structured classroom organized in a way that improved learning opportunities?
___	___	10.	Was the teacher able to meet the needs of the pupils?

This checklist is to be used to evaluate the student's micro-teaching demonstration of Hewett's model in Learning Experience 2. The student must achieve 90 percent proficiency as evaluated on this checklist.

TEN KIT 8

General Methodologies

PROFICIENCY ASSESSMENT

Performance Objective 3

Name _____ Date _____

Yes	No		
___	___	1.	Was the teacher able to identify pupil maladaptive behavior?
___	___	2.	Was the teacher able to identify the environmental and social variables that contributed to the maladaptive behavior?
___	___	3.	Was the teacher able to identify new and successful ways of behaving and reinforce them?
___	___	4.	Did the teacher use extrinsic reinforcement?
___	___	5.	Did the teacher display a mastery of classroom management techniques?
___	___	6.	Were stimulus-response situations facilitated by the teacher?
___	___	7.	Did the teacher make maximum use of technology in creating the stimulus-response learning setting?
___	___	8.	Was the teacher familiar with the vocabulary utilized in behavior modification?
___	___	9.	Did the teacher arrange the classroom in such a way as to facilitate learning?
___	___	10.	Were the pupils able to identify the significant learning activities by correct use of behavior modification principles?

This checklist is to be used to evaluate the student's synthesis of behavior modification procedures in Learning Experience 3. The student must achieve 90 percent proficiency as evaluated on this checklist.

TEN KIT 8

General Methodologies

PROFICIENCY ASSESSMENT

Performance Objective 4

Name _____ Date _____

Proficiency requires that the student perform with 90 percent accuracy on the following test over the Alphabetic Phonetic Structural Linguistic method. (APSL)

A. Ten Item True-False Test
(Place circle around correct response)

T F 1. In the APSL method there is a strong emphasis upon materials.

T F 2. APSL places emphasis on sequence of materials.

T F 3. The APSL method has an established procedure for all pupils to proceed through the materials.

T F 4. The APSL method is effective for pupils fifteen years of age and older.

T F 5. The APSL method depends upon the use of individual pupil tutoring.

T F 6. The APSL program involves visual and auditory training.

T F 7. The APSL method is concerned with temporal patterns and total patterns.

T F 8. A major problem is training of tutors.

T F 9. The pupil is ideally with the tutor twenty minutes.

T F 10. There is an auditory evaluation each day.

B. Ten Item Matching Test
(Place number in the blank before the correct matching statement)

1. Low cost
2. Tutoring
3. Mixed dominance
4. Instructors
5. Supervisor
6. Psychotherapy
7. Auditory Evaluation
8. Paraprofessional
9. Upside Down Vision
10. Linear Model

**

TEN KIT 8, General Methodologies, Proficiency Assessment,
Performance Objective 4

____ The APSL method insists that all pupils start at the beginning and go through all experiences.

____ The materials used in the APSL method are economical.

____ No one has found a way to correct this type problem with APSL materials.

____ We may use parents and volunteers in the instructional program as this type educator.

____ Instruction on a one-to-one basis.

____ Problems of this type are not important in providing treatment through the APSL method.

____ A child must have this type hearing treatment each day in the APSL method.

____ This professional must supervise the volunteers on a daily basis in the classroom APSL program.

____ The key to success in the APSL method is the close direction given by the volunteers to each pupil.

____ This is a waste of the child's time using the APSL method and will not help him overcome his disabilities even though provided.

C. Ten Short Answer Test Items
(Write the correct response for each question)

1. The pupil will enter materials at the beginning _____.

2. The APSL classroom is organized in terms of the total_____.

3. The pupil will be provided with _____ minutes of auditory discrimination activity ideally each day.

4. The pupil will be provided one-to-one instruction in _____ materials daily.

5. Readers Digest can be used twenty minutes daily as _____ materials.

6. The daily schedule of each pupil in the APSL method will be held _____.

7. A _____ daily review is provided in materials previously covered.

8. The pupil must proceed through the APSL material and master it to the teacher's _____.

9. The APSL material covers _____ oral reading and auditory discrimination experiences.

10. The APSL method is a _____ method.

TEN KIT 8

General Methodologies

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PROFICIENCY ASSESSMENT

Performance Objective 4

Name_____ Date_____

Proficiency requires that the student perform with 90 percent accuracy on the following test over the Alphabetical Phonetic Structural Linguistic method. (APSL)

A. Ten Item True-False Test
(Place circle around correct response)

(T) F 1. In the APSL method there is a strong emphasis upon materials.

(T) F 2. APSL places emphasis on sequence of materials.

(T) F 3. The APSL method has an established procedure for all pupils to proceed through the materials.

T (F) 4. The APSL method is effective for pupils fifteen years of age and older.

(T) F 5. The APSL method depends upon the use of individual pupil tutoring.

(T) F 6. The APSL program involves visual and auditory training.

(T) F 7. The APSL method is concerned with temporal patterns and total patterns.

(T) F 8. A major problem is training of tutors.

T (F) 9. The pupil is ideally with the tutor twenty minutes.

(T) F 10. There is an auditory evaluation each day.

B. Ten Item Matching Test
(Place number in the blank before the correct matching statement)

1. Low cost
2. Tutoring
3. Mixed dominance
4. Instructors
5. Supervisor
6. Psychotherapy
7. Auditory Evaluation
8. Paraprofessional
9. Upside Down Vision
10. Linear Model

TEN KIT 8, General Methodologies, Proficiency Assessment,
Performance Objective 4

10 The APSL method insists that all pupils start at the beginning and go through all experiences.

1 The materials used in the APSL method are economical.

9 No one has found a way to correct this type problem with APSL materials.

8 We may use parents and volunteers in the instructional program as this type educator.

2 Instruction on a one-to-one basis.

3 Problems of this type are not important in providing treatment through the APSL method.

7 A child must have this type hearing treatment each day in the APSL method.

5 This professional must supervise the volunteers on a daily basis in the classroom APSL program.

4 The key to success in the APSL method is the close direction given by the volunteers to each pupil.

6 This is a waste of the child's time using the APSL method and will not help him overcome his disabilities even though provided.

C. Ten Short Answer Test Items
(Write the correct response for each question)

1. The pupil will enter materials at the beginning point.
2. The APSL classroom is organized in terms of the total curriculum
3. The pupil will be provided with fifty minutes of auditory discrimination activity ideally each day.
4. The pupil will be provided one-to-one instruction in APSL reading materials daily.

5. Readers Digest can be used twenty minutes daily as contextual reading materials.

6. The daily schedule of each pupil in the APSL method will be held constant.

7. A brief daily review is provided in materials previously covered.

8. The pupil must proceed through the APSL material and master it to the teacher's satisfaction.

9. The APSL material covers visual oral reading and auditory discrimination experiences.

10. The APSL method is a language development method.

TEN KIT 8

General Methodologies

PROFICIENCY ASSESSMENT

Performance Objective 5

Name _____ Date _____

Proficiency requires that the student perform with 90 percent accuracy on the following test over the Programmed Instruction method.(PI).

A. Ten Item True-False Test
(Place circle around correct response)

T F 1. The teacher will use initial screening information to determine the functional level of the pupil.

T F 2. The pupil will be placed in basic subjects at a point one and one half to two years below level of actual functioning.

T F 3. The classroom is organized in small groups to provide for pupil feeling of peer group.

T F 4. The classroom is organized in small groups for small group instruction.

T F 5. The pupil works independently on materials appropriate for his needs.

T F 6. The daily schedule for pupils will vary within groups.

T F 7. The pupil will be programmed into materials such as the SRA and RFU Kits.

T F 8. The PI method makes maximum use of technology in presentation of instructional materials.

T F 9. The PI method makes maximum use of the Dolch Basic Words and other researched word lists in spelling and language curriculum experiences.

T F 10. The curriculum is changed as the pupil changes in the PI method.

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B. Ten Item Matching Test
(Place number in the blank before the correct matching statement)

1. Spelling list	6. Prescription
2. Multi-Sensory approach	7. Sociograms
3. Individualization	8. Room dividers
4. Reinforcement	9. Timers
5. Cookies and Kool-Aid	10. Dictionaries

_____ Pupils should have own individual copy at their desk for word study activities.

_____ These are essential if we do reality training and gain temporal awareness.

_____ Help pupils maintain the learning curve and serve as energy pick-up.

_____ Reduce environmental stimulus for the individual pupil.

_____ Serves as a basis for development of the pupil's language program.

_____ Helps the teacher understand the social dynamics of his pupils.

_____ Planning to meet the needs of the pupil by designing a curriculum prescription for solution of individual learning problems.

_____ A medical term to indicate an attempt at individual pupil planning for instruction.

_____ Serves as a reward for exhibiting desired behavior change.

_____ The stimulation of the sensory modalities in an identical and simultaneous form in teaching of a lesson.

C. Ten Short Answer Test Items
(Write the correct response for each question)

1. The PI method attempts to give each child a sense of peer identity by moving him through the habilitation program in small _____.

2. The PI method depends upon constant recording of daily work results and upon the use of standardized achievement and diagnostic _____ on a quarterly basis.

3. The PI method relies heavily upon the publication of the individual child's performance as a method to serve as _____ and to enhance the change of self-image.

4. LD children in the PI program are considered to have from average to superior _____.

TEN KIT 8, General Methodologies, Performance Objective 5,
Proficiency Assessment

5. The results of preliminary testing are used to determine the _____ points for beginning of instruction in basic skill areas.

6. The PI method depends upon complete _____ of instruction.

7. The PI method uses a _____ sensory approach to stimulate the learning activities for each pupil.

8. It is important to determine the kind of _____ that will be used to foster behavior modification efforts.

9. The _____ is an instrument that may be used in the special classroom to interpret group social dynamics.

10. It is much easier to change the behavior of the pupil and start him toward habilitation if his _____ and _____ are interested and cooperating in the total therapeutic program.

TEN KIT 8

General Methodologies

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PROFICIENCY ASSESSMENT

Performance Objective 5

Proficiency requires that the student perform with 90 percent accuracy on the following test over the Programmed Instruction method.(PI).

A. Ten Item True-False Test
(Place circle around correct response)

(T) F 1. The teacher will use initial screening information to determine the functional level of the pupil.

(T) F 2. The pupil will be placed in basic subjects at a point one and one half to two years below level of actual functioning.

(T) F 3. The classroom is organized in small groups to provide for pupil feeling of peer group.

T (F) 4. The classroom is organized in small groups for small group instruction.

(T) F 5. The pupil works independently on materials appropriate for his needs.

(T) F 6. The daily schedule for pupils will vary within groups.

(T) F 7. The pupil will be programmed into materials such as the SRA and RFU Kits.

(T) F 8. The PI method makes maximum use of technology in presentation of instructional materials.

(T) F 9. The PI method makes maximum use of the Dolch Basic Words and other researched word lists in spelling and language curriculum experiences.

(T) F 10. The curriculum is changed as the pupil changes in the PI method.

TEN KIT 8, General Methodologies, Performance Objective 5,
Proficiency Assessment

B. Ten Item Matching Test
(Place number in the blank before the correct matching statement)

1. Spelling list
2. Multi-Sensory approach
3. Individualization
4. Reinforcement
5. Cookies and Kool-Aid
6. Prescription
7. Sociograms
8. Room dividers
9. Timers
10. Dictionaries

10 Pupils should have own individual copy at their desk for word study activities.

9 These are essential if we do reality training and gain temporal awareness.

5 Help pupils maintain the learning curve and serve as energy pick-up.

8 Reduce environmental stimulus for the individual pupil.

1 Serves as a basis for development of the pupil's language program.

7 Helps the teacher understand the social dynamics of his pupils.

3 Planning to meet the needs of the pupil by designing a curriculum prescription for solution of individual learning problems.

6 A medical term to indicate an attempt at individual pupil planning for instruction.

4 Serves as a reward for exhibiting desired behavior change.

2 The stimulation of the sensory modalities in an identical and simultaneous form in teaching of a lesson.

C. Ten Short Answer Test Items
(Write the correct response for each question)

1. The PI method attempts to give each child a sense of peer identity by moving him through the habilitation program in small groups.

2. The PI method depends upon constant recording of daily work results and upon the use of standardized achievement and diagnostic tests on a quarterly basis.

3. The PI method relies heavily upon the publication of the individual child's performance as a method to serve as reinforcement and to enhance the change of self-image.

4. LD children in the PI program are considered to have from average to superior intelligence.

5. The results of preliminary testing are used to determine the entering points for beginning of instruction in basic skill areas.

6. The PI method depends upon complete individualization of instruction.

7. The PI method uses a multi sensory approach to stimulate the learning activities for each pupil.

8. It is important to determine the kind of rewards that will be used to foster behavior modification efforts.

9. The sociogram is an instrument that may be used in the special classroom to interpret group social dynamics.

10. It is much easier to change the behavior of the pupil and start him toward habilitation if his mother and father are interested and cooperating in the total therapeutic program.

TEN KIT 8

General Methodologies

PROFICIENCY ASSESSMENT

Performance Objective 6

Name _____ Date _____

Proficiency requires that the student perform with 90 percent accuracy on the following test over the Individually Prescribed Program method. (IPP)

A. Ten Item True-False Test
(Place circle around correct response)

T F 1. The IPP method is non-linear.

T F 2. The IPP method is eclectic in its approach to selection of habilitation materials.

T F 3. The IPP teacher must be able to identify areas of deficit and plan for their correction.

T F 4. The IPP teacher works with the pupil on grade level materials where there is no identifiable deficit present.

T F 5. The IPP teacher works very closely with support personnel in planning the LD program for each child.

T F 6. An individual curriculum plan is developed for each individual LD pupil.

T F 7. Teachers in the IPP method must understand instructional materials.

T F 8. The LD teacher using the IPP method must understand how to modify the curriculum and materials to meet the individual learner's need.

T F 9. The IPP method makes no allowance for the child to function in the mainstream of education.

T F 10. The IPP method requires a large amount and variety of instructional materials to be available in each LD classroom.

B. Ten Item Matching Test
(Place number in the blank before the correct matching statement)

1. Committee
2. Evaluation
3. Prescription
4. Educational Objectives
5. Level of functioning
6. Pupil schedules
7. Recycling
8. Deficits
9. Physical Examination
10. Perceptual Distortion

_____ An examination to evaluate physical status of the LD pupil.

_____ The assignment-review-dismissal function carried on by a staffing conference.

_____ The use of tests and other appraisal devices to determine status.

_____ An individually planned curriculum designated by a medical term.

_____ The goals of instruction written in such a way as to be attainable and measurable.

_____ When a child repeats a learning experience using the same materials.

_____ When you place the child into materials at the appropriate level.

_____ The scheduling of experiences for individual pupils in a classroom.

_____ The identifiable learning or sensory problems that cause children to experience failure.

_____ A perceptually handicapped pupil.

C. Ten Short Answer Test Items
(Write the correct response for each question)

1. The child is programmed into the habilitation program for remediation of identified _____.

2. A wealth of instructional _____ are required to provide each child with appropriate learning experiences.

3. The child is allowed to function in grade level _____ in areas where he is experiencing no learning difficulties.

4. The IPP teacher must work closely with the supervisor in planning the pupil's instructional _____.

5. The IPP teacher must be able to remedy identified _____.

6. In the IPP program the pupil will be placed at the actual level of _____.

7. The educational diagnostician will assist in the _____ of the LD pupil.

8. The IPP teacher will need to constantly _____ each child's progress.

9. The LD pupil will not use supplementary materials in his _____ program.

10. The LD pupil will not be confined to a specific _____ program.

TEN KIT 8

General Methodologies

PROFICIENCY ASSESSMENT

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Performance Objective 6

Proficiency requires that the student perform with 90 percent accuracy on the following test over the Individually Prescribed Program method (IPP).

A. Ten Item True-False Test
(Place circle around correct response)

(T) F 1. The IPP method is non-linear.

(T) F 2. The IPP method is eclectic in its approach to selection of habilitation materials.

(T) F 3. The IPP teacher must be able to identify areas of deficit and plan for their correction.

(T) F 4. The IPP teacher works with the pupil on grade level materials where there is no identifiable deficit present.

(T) F 5. The IPP teacher works very closely with support personnel in planning the LD program for each child.

(T) F 6. An individual curriculum plan is developed for each individual LD pupil.

(T) F 7. Teachers in the IPP method must understand instructional materials.

(T) F 8. The LD teacher using the IPP method must understand how to modify the curriculum and materials to meet the individual learner's need.

T (F) 9. The IPP method makes no allowance for the child to function in the mainstream of education.

(T) F 10. The IPP method requires a large amount and variety of instructional materials to be available in each LD classroom.

B. Ten Item Matching Test
(Place number in the blank before the correct matching statement)

1. Committee
2. Evaluation
3. Prescription
4. Educational Objectives
5. Level of functioning
6. Pupil schedules
7. Recycling
8. Deficits
9. Physical Examination
10. Perceptual Distortion

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__9__ An examination to evaluate physical status of the LD pupil.

__1__ The assignment-review-dismissal function carried on by a staffing conference.

__2__ The use of tests and other appraisal devices to determine status.

__3__ An individually planned curriculum designated by a medical term.

__4__ The goals of instruction written in such a way as to be attainable and measurable.

__7__ When a child repeats a learning experience using the same materials.

__5__ When you place the child into materials at the appropriate level.

__6__ The scheduling of experiences for individual pupils in a classroom.

__8__ The identifiable learning or sensory problems that cause children to experience failure.

__10__ A perceptually handicapped pupil.

C. Ten Short Answer Test Items
(Write the correct response for each question)

1. The child is programmed into the habilitation program for remediation of identified deficits.
2. A wealth of instructional materials are required to provide each child with appropriate learning experiences.
3. The child is allowed to function in grade level materials in areas where he is experiencing no learning difficulties.
4. The IPP teacher must work closely with the supervisor in planning the pupil's instructional program.
5. The IPP teacher must be able to remedy identified deficits.
6. In the IPP program the pupil will be placed at the actual level of functioning.
7. The educational diagnostician will assist in the evaluation of the LD pupil.
8. The IPP teacher will need to constantly evaluate each child's progress.
9. The LD pupil will not use supplementary materials in his regular school program.
10. The LD pupil will not be confined to a specific remediation program.

TEN KIT 8

General Methodologies

LEARNING EXPERIENCE 3

Performance Objective 3

Terms and Definitions
for
Behavior Modification

Study Booth - an individual pupil office or study carrell.

Teacher Aide - A paraprofessional who helps a professional teacher with educational tasks in the classroom and is a member of the differentiated staffing team.

Interventions - The procedures or methods used to intervene in the exceptional child's pattern of failure response in the educational setting.

Attention - Vividness of experience at a given moment - usually considered the time a child will devote to a significant stimulus such as lesson materials to be learned.

Assessment - Appraisal and evaluation of pupils or programs.

Rewards - Positive or negative reinforcement given for behavior.

Developmental Tasks - Tasks that are appropriate for a pupil at his level of maturation.

Deficits - Identified weaknesses or problem areas in a pupil's development that will cause him to experience a disability in some area of functioning.

Educational Objectives - The goals or purposes of educational instruction.

Engineered Classroom - A method of organizing classroom space and equipment for maximum habilitation.

Goals - That for which individuals strive.

Learning Task - That which is to be learned.

Motivation - An inner drive to action.

Multisensory - The use of two or more sensory modalities in the learning task.

Operant Conditioning - The use of reinforcement to elicit a desired response and the participation of the organism in that reinforcement.

Programmed Instruction - The division of materials to be learned into a logical sequence usually arranged from easy to difficult, or from simple to complex and the learner is immediately reinforced.

Punishment - Negative reinforcement.

Ratings - Marking or scoring position in an array.

Reality - Increasing awareness through training.

Reinforcement - Positive or negative rewards for behavior.

Response - The reaction of an organism to a stimulus.

Stimulation - The repeated presentation of a stimulus.

Strategy - A plan of action.

Structure - Providing limits for behavior.

Tasks - That which is to be accomplished.

Teaching Machine - A mechanical or electronic device that aids in learning.

Tokens - Used for/as rewards for learning or behavior.

Differential Staffing - The use of an educational team with its members having differing levels of training and responsibility for the child in the educational setting.

Classical Conditioning - The organism is passive in the reinforcement experience and the examiner is in control of experiences.

Stimulus - That which creates activity within the organism or when present causes an organismic response.

Ten Kit 8

General Methodologies

LEARNING EXPERIENCE 4

Performance Objective 4

The following observations are from the APSL workshop in Berea, Kentucky, Summer 1971. (This workshop was conducted by Dr. Charles Shedd who is the person primarily responsible for the development of APSL materials and methods. The observations and notes were made by Mr. Willard Aston, an East Texas State University faculty member.)

1. Strong emphasis on material, sequence and procedure.
2. Big question, "Can the program generalize (a) space (b) cost (c) help?"
3. Less than ideal conditions. (This does not mean that ideal conditions would not be desirable.)
4. Para-professional help under supervision.
5. Program involving visual and auditory training.
6. Multi-sensory involving one exercise on a masonite board. (auditory, visual, kinesthetic)
7. Math program working from the old mechanical, traditional to modern.
8. Since Modern Math tends to be lethal for such children, math patterns are developed by rote. (Auditory discrimination such as sequencing may be employed to advantage.)
9. Dr. Shedd quote:
   "It must be one-to-one. It cannot be done with machines. It cannot be one-to-ten, one-to-six, or one-to-three. If you get more than one you might just as well have one to thirty."
10. Dr. Shedd quote:
    "You may teach the Dolch 220 Words but that won't teach the child to read."
11. Dr. Shedd quote:
    "We are concerned about temporal patterns and tonal patterns."
12. Dr. Shedd quote:
    "No one has ever learned to deal with upside down vision."
13. Dr. Shedd quote:
    "After 13 or 14 we can't help them."

14. Dr. Shedd quote:
"We should reinforce skill activities only."

15. A big problem-the training of tutors.

16. No child should be admitted into program whose parents will not actively participate in tutorial activities.

17. The APSL program is a continual modifying operation. Supervisors must involve contact with every instructor every period.

18. The children are with the tutor for 50 minutes every hour.

19. Staff meeting every day.

20. Supervisor works with 3 instructors each day.

21. Older children work one hour each evening. (for pay)

22. No real academic success should be expected with the older group.

23. Each instructor (tutor) must make a written statement about each child each day. This is in addition to recording the new assignment and material covered.

24. There is an auditory evaluation each day.

25. A basic concept is that arousal must be effected for each child and that a condition of tension must be constantly maintained. Otherwise "fade-out" would result in the child lapsing into a non-concentrating or non-learning state.

26. Pacing for tension most difficult to achieve.

27. Every person, including students, referred to as Mr., Miss, etc. No first names used ever for children.

28. In APSL supervisors, teachers, tutors are not therapists.
They merely go through the ritual and leave psychological evaluation and treatment to the trained professionals.

29. No instructor student fraternizations. No instructor student emotional involvement.

30. No transference relationships.

31. APSL program to cost $90.00 per year per child in home community.

32. The great appeals of APSL.
    (a) Low cost
    (b) No special equipment
    (c) Materials are cheap
    (d) Good performance in poor to bad facilities
    (e) No deviation; "cook-book" structure
    (f) Ease in training help
    (g) Results assured

33. Reading for Dyslexics impossible beyond 350 wpm.

34. Spelling will never be good.

35. The task of remediation is an immediate one; there is no need for psychotherapy.

36. Classroom teachers can't be counted on to refer worthy candidates. On request they identified 2%. Upon testing 17% were discovered.

37. There are 13.3 million children with problems. "We must take an all or nothing attitude." But Dr. Shedd carefully selects the population for his program.

38. Some nutritional deficiencies may result in maturational dysfunction of an irreversible nature.

39. When birth weight is less than 5 1/2 lbs., disability is likely to occur.

40. R-H transfusion always results in a disability.

41. Do children attempt to withdraw from treatment?
Dr. Shedd, "No, sometimes they become very angry and tell us they hate us but that is all."

42. "Our teachers administer no psychotherapy and no other therapy. Our program is a contractual relationship only."

43. "The program costs $700.00 per child including board and room. This assumes no staff pay. Each parent must pledge something if it is only $5.00, or we won't take the child."

44. "It is only by one-to-one that we can change the tension. We can't use machines."

45. "With the hyperkinetic there is no comprehension problem; he gets the idea with out knowing all of the words."

47. "The hyperactive may read great, knowing all the words, but have low comperhension."

48. "An aphasoid performance (both receptive and expressive) but this type only 3% per 1000. These may see the patterns visually. Mott materials good for aphasoid problems."

49. "A waste of time to give a dyslexic sensory-motor or balance type training."

50. "The hyperkenetic needs sensory motor (balance type) training."

51. "30% LD resulting from Caesarean delivery."

52. "30% LD resulting from very rapid delivery-we don't know why."

53. Etiology not important except for prevention.

54. LD can't develop ego control.

55. Social values are hard to come by.

56. "There is no changing such LD children after 14 or 15."

57. "LD children do better in large Catholic families where there are more interactions and more absolutes."

58. "4% of LD hyperactive; 10% developmental dyslexia."

59. "With dyslexia there is a breakdown in CNS arousal so stimuli defused. Sound arousal is low in some."

60. "All the concern about mixed dominance is silly. It is non-neurological in nature."

61. Instructors must:
    1. Make a written statement on each child each day.
    2. Make a generalization on each child each week.
    3. Make an auditory evaluation each day.
    4. Not look in books.
    5. Maintain fast pace.

62. "Mr. Smith broke lots of pencils. This was an offense against the group. He must somehow repay the group."

63. "Supervision is the most important factor. Parental involvement is the next."

64. Every parent should be required to read "Parents on the Run."

TEN KIT 8

General Methodologies

LEARNING EXPERIENCES 4, 5 and 6

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Performance Objectives 4, 5 and 6

This description offers a comparison of three instructional programs: Alphabetic Phonetic Structural Linguistic Approach to Literacy (APSL), Programmed Instruction (PI) and the Individually Prescribed Program (IPP).

Linear ——— Non-linear

APSL	PI	IPP
TEACHER: INTERVENTION METHOD Adheres rigidly to prescribed method of presentation.	TEACHER: INTERVENTION METHOD Performs as a facilitator for programming instruction.	TEACHER: INTERVENTION METHOD Works with educational objectives for each learner
EACHER-STUDENT RELATIONSHIP: Teacher will maintain a formal structured directive relationship by making certain each learner is focused and involved in the academics. Continuous control over learner's rate of progress through APSL sequence. Emphasizes verbal and non-verbal praise from the teacher.	TEACHER-STUDENT RELATIONSHIP: Teacher will provide structure but allows for group instruction within academics. Learner's assessment daily over nine exercises prescribed by teacher. Praises student progress through graphic displays; rewards progress with various extracurricular activities.	TEACHER-STUDENT RELATIONSHIP: Teacher determines and defines role of relationship on basis of educational objectives. Controls rate of learner's progress as stated by educational objectives. Methods of praise determined by educational objectives.

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APSL	PI	IPP
EDUCATIONAL DIAGNOSTICIAN:	EDUCATIONAL DIAGNOSTICIAN:	EDUCATIONAL DIAGNOSTICIAN:
Available upon teacher's request for consultation.	Will assist in developing and interpreting student's profile bi-monthly.	Assist teacher in all facets of programming; works with teacher to develop educational objective. Refer learner for re-staffing if in her opinion the prescribed program is ineffectable. (weekly)
PROGRAM PLACEMENT	PROGRAM PLACEMENT	PROGRAM PLACEMENT
Initial screening for language disability, information as previewed in learner's cumulative records.	Teacher will use initial screening information and placement test to determine the functional level of each learner.	A committee will provide an initial evaluation of each learner (psychologist, principal, teacher, educational diagnostician, supervisor). Educational diagnostician will be responsible for final development of learner's educational program. Teacher, with the guidance of educational diagnostician will formulate educational objectives for each learner.
PROGRAM DEVELOPMENT	PROGRAM DEVELOPMENT	PROGRAM DEVELOPMENT
Learner will enter material at the beginning; Level 1 Classroom is organized in terms of total group. Learner will be provided group auditory discrimination (50 minutes daily)	Learner will be placed in basic materials 1 1/2 to 2 years below level of actual functioning. Classroom is organized in terms of small groups. Learner will work individually with a daily schedule provided.	Learner will be placed at level of actual functioning as determined by initial evaluation. Classroom is organized in terms of individual learner schedules. Learner will be encouraged to develop self-initiation and self-direction of learning. Will work independently and in small groups.

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APSL	PI	IPP
PROGRAM DEVELOPMENT	PROGRAM DEVELOPMENT	PROGRAM DEVELOPMENT
Learner will be provided one-to-one instruction in APSL materials (50 min. daily)		
(20 minute Reader's Digest)		
Daily schedule will be held constant.	Daily schedule will vary as to small group.	
Daily limited review is provided in material previously covered.	Recycling possible through parallel materials. Determined by teacher & educational diagnostician on the basis of weekly profiles.	Recycling possible in any material or material selected by teacher or diagnostician.
Learner proceeds through material as he masters it to the teacher's satisfaction.	Learner proceeds through a limited set of materials; as determined by constant daily interaction.	Learner proceeds through an unlimited variety of materials at the discretion of diagnostician and/or teacher. Provision is made for daily evaluation and possible adjustment of materials and/or schedule.
MATERIALS	MATERIALS	MATERIALS
APSL, visual, oral, reading and auditory discrimination materials.	Learners will be programmed in: SRA Lab. (oral) SRA-RFU Weekly Readers - RST Weekly Readers - Map Study skills Controlled Readers AVK or spelling (Dolch) Math - provided by Benton Review	Unlimited
Supplementary materials will be limited to the Weekly Reader	Limited supplementary materials	Not applicable

Ten Kit 8

General Methodologies

LEARNING EXPERIENCE 5

Performance Objective 5

PROGRAMMED INSTRUCTION METHOD

Basic Program Operation
Special Education Resource Room

1. 3 hours per day minimum per child.
2. 6-12 students per class. Gives a child sense of belonging to a group without being threatened.
3. Average to superior intelligence with ability to make movement in LLD, ED, Ph and MBI classes. State regulations should govern other classes and ability levels.
4. Diagnostic tests and formal team and parent conferences four times each year.
5. ARD Committee should have all professionals concerned with child invited to staffing meetings.
6. Complete individualization of instruction.

THEORY OF INDIVIDUALIZATION OF INSTRUCTION

SPECIAL EDUCATION RESOURCE ROOM

I. Basic Concepts for individualizing Instruction

1. Identify the total skill ability of each child by use of diagnostic and achievement tests.

2. Place the child in a learning situation that will provide for immediate success so that reinforcement and reward can be provided at once on a therapeutic basis.

3. Chart a profile from revealed behavior patterns in the various exercises actually completed by the child on a day-to-day basis.

4. Where serious or critical need exists program for the child on the basis of:

   (a) Profile summary
   (b) The original psychometric battery
   (c) The observations and recommendations of the Diagnostician.

5. As a rule children should be started in tool skill activities from one to two years below grade level scores as obtained by diagnostic or achievement tests.

6. Such a broad based theraupeutic program will permit the child to attend academic endeavor free from anxiety and thus reveal his true needs (only at this time can adequate, timely, and appropriate planning be done to care for specific need).

7. The broad based therapeutic program will usually care for the great majority of all learning problems.

There is a difference between individual instruction such as the tutorial one-to-one experience and the individualization of instruction for the child in a group setting.

II. Adaptive Education

The tailoring of subject matter presentations to fit the special requirements and capabilities of each learner.

III. The Ten Commandments of Individualization

1. Thou shalt disregard the IQ score

2. Thou shalt discover where the child is working.

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3. Thou shalt provide for immediate success.

4. Thou shalt provide for adequate, timely and appropriate reinforcement.

5. Thou shalt provide for the extinction of bad habits.

6. Thou shalt provide for the systematic establishment of good habits.

7. Thou shalt provide for constant movement into new areas.

8. Thou shalt periodically inventory progress with the child, parents and other staff members.

9. Thou shalt plan for each child and admit none other as being identical.

10. Thou shalt never give up.

IV. Principles of Extinction

1. No habit can be extinguished all at once.

2. Learned drives can be extinguished.

3. Repetition alone is not enough to establish, maintain or extinguish a habit; rewarding is necessary.

4. Habit strength will determine the number of trials needed to provide extinction.

5. New habits cannot be established until the old ones have been extinguished.

6. Previous experience with non-rewarding responses will affect the process of extinction.